

PREFACE

THE bulk of the material which forms the basis of this study in the social and sexual development of children was gathered in my work at the Malting House School during the years 1924 to 1927. The first volume dealing with the records, *Intellectual Growth in Young Children*, appeared in 1930, and I had hoped that this second volume would follow at no longer interval than a year. Its* preparation, however, has been much interrupted by other responsibilities, and I have only now been able to complete my theoretical survey of the material itself. This delay has yielded certain advantages. In the first place, I have been able in the interim to bring together a mass of other confirmatory material from various sources, which both support and further illumine the data gathered from the Malting House School itself. In the second place, certain other important publications have appeared in the interval, of which I have been able to make use in my final revision. One of these is Katherine Bridges' *Social and Emotional Development of the Pre-School Child*, upon the material of which I am glad to have been able to draw. I have not, however, found her theory of any particular use to my own understanding.

Of altogether greater significance have been the various papers by Melanie Klein and by M. N. Searl (see Bibliography) and the volume *The Psycho-Analysis of Children* published by the former just before my own book goes to press.

I am very deeply indebted to these two leaders in the psycho-analysis of children, not only for their

published
researches, but also for the personal teaching
they have both
given me in the work of child analysis. My
theoretical
interpretations of these observations of
children's behaviour
rest upon their fundamental and epoch-making
researches into
the psychology of infants and young children;
their work, in
its turn, owes its foundations and its inspiration
to the dis-
coveries of Freud. My own personal study
of young